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ABSTRACT

The Bradley Commission on History in Schools was created in 1987 specifically in response to the widespread concern over the inadequacy, both in quantity and in quality, of the history taught in elementary and secondary school classrooms. This book explores the conditions that contribute to, or impede, the effective teaching of history in schools. It contains the complete report of the Bradley Commission and 17 essays by leading U.S. historians on the most pressing issues facing the teaching of history today. Recommendations on how teachers, students, parents, school administrators, university professionals, publishers, and boards of education can improve the teaching of history as the core of social studies in the schools conclude the book. Included with the essays is a list of sources of information about history and a profile of the Commission and its contributors. Divided into 5 parts, part 1, "A Time to Look Forward," has 2 chapters: "Why the Time is Right to Reform the History Curriculum" (Kenneth T. Jackson; Barbara B. Jackson); and "Building a History Curriculum: Guidelines for Teaching History in Schools" (The Bradley Commission on History in Schools). Part 2, "The Changing Role of History in Schools," has 2 chapters: "The Plight of History in American Schools" (Diane Ravitch); and "History and Progressivism: A Century of Reform Proposals" (Hazel W. Hertzberg). Part 3, "History and Liberal Education," includes 4 chapters: "Why Study History? Three Historians Respond" (William H. McNeill; Michael Kammen; Gordon A. Craig); "History as a Humanistic Discipline" (Gordon A. Craig); "History is Our Heritage: The Past in Contemporary American Culture" (Michael Kammen); and "How History Helps Us to Understand Current Affairs" (William H. McNeill). Part 4, "New Wine, New Bottles," consists of 5 chapters: "Returning History to the Elementary Schools" (Charlotte Crabtree); "Public Culture: Inclusion and Synthesis in American History" (Thomas Bender); "Old and New Patterns for the History of Western Civilization" (Theodore K. Rabb); "Central Themes for World History" (Ross E. Dunn); and "History for a Democratic Society: The Work of All the People" (Gary B. Nash). Part 5, "Toward Better History in Schools," includes 4 chapters: "Obstacles Teachers Confront: What Needs to Change" (John Arevalo; Marjorie Bingham; Louise Cox Byron; Claudia J. Hoone; Charles Shotland); "Toward Better Teacher Preparation and Certification" (Suzanne M. Wilson; Gary Sykes); "For Better Secondary

Teaching: Stories Old and New" (Joseph P. Ribar); and "For Better Elementary Teaching: Methods Old and New" (Elaine Wrisley Reed). (RJC)

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